

MILLSAPS COLLEGE BULLETIN

JACKSON, MISSISSIPPI • APRIL, 1938

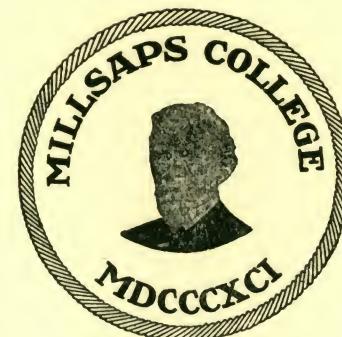


SUMMER SCHOOL
1938

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JUNE 15 TO AUGUST 30, 1938

FIRST SEMESTER JUNE 15-JULY 23

SECOND SEMESTER JULY 25-AUG. 30

FACULTY

D. M. KEY, M.A., Ph.D., LL.D., President

G. L. HARRELL, B.S., M.S., Director

C. B. GALLOWAY, M.A.,

Physics

B. O. VAN HOOK, M.A.,

Mathematics

MRS. H. W. COBB, M.A.,

Spanish

MISS ELIZABETH CRAIG, M.A.,

French

MRS. ARMAND COULLET, M.A.,

Latin

J. B. PRICE, B.S., M.S.,

Chemistry

MRS. MARY B. H. STONE, M.A.,

MRS. MARGUERITE GOODMAN, M.A.,

English

R. R. HAYNES, B.A., M.A.,

Education

H. M. BULLOCK, Ph.D.,

Religion

* R. H. MOORE, M.A., M.S.,

History

W. E. RIECKEN, M.A., Ph.D.,

Biology

V. B. HATHRON, B.S.,

Bursar

MRS. ANNE K. SPARKMAN, B.A.,

Librarian

MISS SALLIE B. NEWMAN, M.A.,

Elementary Education

MRS. J. L. ROBERTS, B.A., M.A.,

Piano

FRANK SLATER, B.M.,

Voice

MRS. C. F. COOPER,

Matron

GENERAL STATEMENT

The Summer School of Millsaps College for 1938 will open on June 15 and will continue for eleven weeks.

The Summer School is planned especially for college students and for teachers who desire further professional work or regular college work. Teachers may secure renewal of license by attendance for nine weeks. Entrance units and transcripts will be required of all new students.

In opening its doors to the teachers of the state, Millsaps College feels that it is serving a long felt need in that some provision should be made at the capital of the state for teachers to spend a few weeks during their vacation and at the same time take such work as they may find in the list of courses.

All the advantages of the other summer schools will be afforded in the way of renewal and extension of license provided by the State Department of Education.

College graduates who lack the required number of hours in Education will find, here, an opportunity to make up some of those hours. Students with two years of college training may, with six hours in Education, be granted a temporary state license without examination by the State Board of Examiners.

The amount of work that a student may take will be limited to two subjects with a total credit of twelve semester hours, or to four semester courses of three hours each.

There will be a series of lectures by special lecturers from time to time. Announcement will be made beforehand.

The tuition fee will be \$35.00 and a matriculation fee of \$5.00 will be charged. Board will be \$25.00 or \$26.00 per month, or at the rate of \$8.00 per week. For a period of less than a week the rate will be \$1.50 per day. Science fee, \$10.00. Library fee \$3.00. Science breakage fee, \$2.00 for each course, unused portion returned. Those who expect to live on the campus will bring with them a pillow, bed-linen,

towels and toilet articles. The dining hall will be open on the evening of June 14. Rooms open on June 14. Fees and board payable strictly in advance.

Those expecting to enter the Summer School should make reservation of room by sending to the Bursar a deposit of \$5.00.

The following courses will be offered:

BIOLOGY

11. **General Botany.**—A survey of the plant kingdom in which special attention is given to general biological principles, morphology, physiology and life cycles of plants. Laboratory work consists of microscopic and macroscopic study of plants with occasional field trips. The structure and physiology of angiosperms. Three hours credit. First semester.
12. **General Botany.**—The structure and life cycles of gymnosperms, ferns, mosses, liverworts, fungi and algae and their adaptations. Two recitations and one laboratory period a week. Both semesters must be completed to obtain credit. Three hours credit. Second semester.
21. **General Zoology.**—A survey of the animal kingdom. Attention is directed to the cell and the fundamental principles of animal biology, to the study of the phyla, the development of tissues, organs and systems and their adaptations. Microscopic and macroscopic study of invertebrate forms. Three hours credit. First semester.
22. **General Zoology.**—Anatomy and physiology of vertebrate forms. Both semesters must be completed to obtain credit. Pre-medical students should take courses 31 and 32 with 21 and 22 for the required 8 hours credit. Three hours credit. Second semester.

CHEMISTRY

21. **Inorganic Chemistry.**—A careful study of fundamental principles and laws, the occurrences, properties, prepara-

tion and uses of the non-metallic elements and some of their compounds, and to chemical calculations. Special attention will be given to valence and the ionization theory. Incomplete without Chemistry 22. Four hours credit. First semester.

22. **Inorganic Chemistry.**—The work of this semester will include a study of metals with special reference to commercial uses and to qualitative analysis, and an elementary course in organic chemistry. This course is designed to give the student a thorough working knowledge of general chemistry, and is a prescribed study of the sophomore year for the B.S. degree. It is a prerequisite to either of the other courses in chemistry, and is open to freshmen who are registered as pre-medical or pre-engineering students, and to A.B. students who elect chemistry. A laboratory course is given in connection with the lectures and each student is assigned the preparation of a number of elements and compounds, and is required to note the deportment of various substances with reagents. The class each year is given an opportunity to visit certain industrial establishments, as sulphuric acid plant, phosphate works, gas works, water works and filtration plants. Three lecture hours and one laboratory period. Four hours credit. Second semester.
71. **Quantitative Analysis.**—Volumetric analysis with knowns and unknowns in acidimetry and alkalimetry, oxidation and reduction, and iodometry. Potentiometric titrations. Laboratory period of four hours a week. Incomplete without Chemistry 72. Two hours credit. First semester.
72. **Quantitative Analysis.**—Continuation of Chemistry 71 with gravimetric knowns and unknowns in metals and acid radicals. Two hours credit. Second semester.

EDUCATION

11. **General Psychology.**—This is an introductory course in modern, scientific psychology. Three hours credit. First semester.

Haynes

12. Educational Psychology.—This course applies the facts and principles of psychology to the problems of education. Pre-requisite, General Psychology. Three hours credit. Second semester.

Haynes

21. Tests and Measurements.—An introductory course designed to give the student a working knowledge of the techniques and procedures involved in testing and measuring in the high school. Pre-requisite, Education 11 and 12. Three hours credit. First semester. Laboratory fee, \$1.00.

32. General Methods of Teaching High School Subjects.—This course is designed to introduce to the student the fundamental principles of learning and teaching. Pre-requisite, Education 11 and 12. Three hours credit. First semester.

Haynes

ELEMENTARY EDUCATION

The Teaching of Reading in the Elementary Grades.—This course is designed to show how the development of an efficient reading program may aid the teacher in improving her own instruction in reading. Three hours credit. First semester.

Newman

Organization of the Curriculum.—Includes a study of the changing conceptions of learning and teaching; a study of the outstanding plans of organization of the curriculum; analysis of recent attempts to determine the scope of the curriculum and the sequence of activities from year to year; and how units of learning experience may be organized and used for the improvement of instruction. Three hours credit. First semester.

Newman

Language Arts in the Elementary Grades.—Selects and organizes the subject matter of literature, composition, spelling and handwriting. Three hours credit. Second semester.

Newman

The Teaching of Arithmetic in the Elementary Grades.—In this course emphasis is placed on selecting and organizing the subject matter of arithmetic with special attention to arithmetical concepts and to the graded difficulties of its processes. Consideration is given to the study of various texts, workbooks and use of other materials for instruction in arithmetic. Three hours credit. Second semester.

Newman

ENGLISH

11. Composition (Group A).—The first semester is devoted to a review of grammar, a study of the fundamentals of composition, weekly themes, and an analysis of contemporary essays. Instruction is given in methods of research and preparation of bibliographies. Definite independent reading is expected. Stress is placed on intensive reading and methods of study. Three hours credit. First semester.

Goodman

12. Composition (Group A).—The second semester is devoted mainly to imaginative composition. Descriptive-narrative themes are required weekly, and one long theme is written during the semester in some form of imaginative writing. Selections from literature are studied and analyzed. Three hours credit. Second semester.

Goodman

21. English Literature (Group B).—A survey of English literature from the beginnings to the eighteenth century, with especial emphasis on major writers. Three hours credit. First semester.

Goodman

22. English Literature (Group B).—A continuation of the survey of English literature from the beginning of the eighteenth century through the nineteenth century. Three hours credit. Second semester.

Goodman

81. American Literature.—A survey of American literature from the early seventeenth century through the nineteenth century. Historical background presented as an aid to the understanding of American intellectual development. Emphasis on major movements and major authors. Elective for all students. Three hours credit. First semester.

Stone

82. American Literature.—A survey of American literature in the twentieth century, with emphasis on developments and trends in the fields of poetry, prose fiction, and serious prose. Elective for all students. Three hours credit. Second semester.

Stone

72. Modern Drama.—A study of contemporary British, American, and Continental drama. Approximately fifty plays are assigned for reading. Three hours credit. Second semester.

Stone

91. Survey of Modern Poetry.—Three hours credit. First semester.

Stone

FRENCH

11. Intermediate French.—The methods of French A1 and A2 will be continued according to the needs and aptitudes of the class. A review of grammar will be used as a text for the study of grammar and composition. The semester will be devoted to the careful reading of texts from nineteenth century prose. Especial attention will be paid to the irregular verbs, idioms and to pronunciation. Three hours credit. First semester.

12. Intermediate French.—A continuation of French 11. Three hours credit. Second semester.

21. Survey of French Literature.—An anthology is used which contains selections illustrating the development of the literature from its beginnings to the present time.

An outline history of French literature is also used. Three hours credit. First semester.

22. Survey of French Literature.—A continuation of the survey begun in 21. Three hours credit. Second semester.

HISTORY

21. History of the United States—1492-1850.—This is a general course in American History, treating of the European background of colonial life, the revolution, the constitution, and the new government. Three hours credit. First semester.

61. Recent American History—1865-1900.—A topical survey of American history in which emphasis is given to political, economic, and social problems. Pre-requisite, History 21 and 22, or the consent of the instructor. Three hours credit. First semester.

62. Recent American History—1900-1939.—A continuation of History 61. Special papers on recent American history will be required. Three hours credit. Second semester.

LATIN

11-1. Vergil.—Translation of part of the Aeneid. This course is for students who have had three years of high school Latin. Three hours credit. First semester.

12-1. Vergil.—The Aeneid continued. Three hours credit. Second semester.

21. Horace, Odes and Epodes.—This course is designed to give the student an appreciation of the place occupied by the poet not only in his own environment and age but through the centuries. Also to create an intelligent appreciation of his poetry. Three hours credit. First semester.

22. Plautus.—The student is introduced to Roman comedy and its Greek background. Wide reading in this period of literature is required. Two plays of Plautus are read in the Latin and several in translation. Three hours credit. Second semester.

MATHEMATICS

11. **College Algebra.**—The notion of functional relation in two real variables; linear, quadratic. The equation; simultaneous linear, quadratic; use of determinants in the solution of the foregoing. Elementary series. Mathematical induction, the binomial theorem, complex numbers, theory of equations: rational, irrational roots. Permutations, combinations, probability. Elementary problems in mathematics of finance. First semester, second semester. Three hours credit.
12. **Plane Trigonometry.**—Definition of the trigonometric functions, their properties, graphs, relations, identities, equations. Analysis. Solution of right and oblique triangles, logarithmic computation. First semester, second semester. Three hours credit.
21. **Plane Analytical Geometry.**—Rectangular and polar coordinate systems. Discussion of curves by means of their equations. The straight line and the circle, systems of curves. The conic sections, transformations of coordinates. The general equation of the second degree. Loci and higher plane curves. Three hours credit. First semester.
22. **Differential Calculus.**—The fundamental notion of limit, infinitesimal, infinity, continuity. Differentiation of algebraic and the elementary transcendental functions. Applications: geometry, slope, curvature, maxima, minima, curvetracing, asymptotes, singular points, envelopes; mechanics, velocity, acceleration, rectilinear and curvilinear motion. Differentials, mean value, series. Expansion of functions. Three hours credit. Second semester.

PHYSICS

11. **General Physics.**—The course is designed to cover the general principles of mechanics of solids, liquids and gases, and the general principles of heat and sound. Two lectures and one laboratory period. Three hours credit. First semester.

12. **General Physics.**—This course consists of a study of magnetism and electricity, and light. Two lectures and one laboratory period. Courses 11 and 12 must be taken to satisfy the required work in Physics. Three hours credit. Second semester.
21. **Pre-medical Physics.**—A laboratory course designed, in conjunction with Pre-medical Physics 22, to meet the needs of those students who expect to enter a medical school where eight semester hours only are required for admission. The course is in substance an additional laboratory period to courses 11 and 12. One laboratory period. One hour credit. First semester. (Physics 11, 12 Prerequisite in summer).
22. **Pre-medical Physics.**—This course is a continuation of course 21. Both 21 and 22 must be taken to satisfy the pre-medical requirement. One laboratory period. One hour credit. Second semester. (Physics 11, 12, Pre-requisite in summer).

RELIGION

11. **Introductory Bible.**—An introduction to the necessary background for the study and appreciation of the Bible, and a study of the religious development and contribution of the Hebrews as revealed in the Old Testament. Three hours credit. First semester.
12. **Introductory Bible.**—An introduction to the necessary background for the study and appreciation of the New Testament, and a study of the New Testament with a view to achieving some insight into the meaning of the Christian religion. Three hours credit. Second semester.
41. **The Program of the Christian Religion.**—A study of the meaning, purpose, and program of the Christian religion, intended to give a grasp of the place of the Church in the social order, and of the basic principles of Christian education. Pre-requisite, Religion 11 and 12. Three hours credit. First semester.

SOCIAL SCIENCE

61. The Negro In America. The historical background of the American Negro as the basis for the discussion of race problems. This course is intended to appeal to teachers, the general public, and college students. Special lectures by outside authorities will be featured. Three hours credit. First semester. This course may be taken without college credit for a fee of \$5.00.

Moore

62. Contemporary Race Problems. Continuation of Social Science 61, studying current race relations in the United States, with special emphasis on the Negro. Special attention will be given to efforts at interracial cooperation. This course is intended to appeal to teachers, the general public, and college students. Special lectures by outside authorities will be featured. Three hours credit. Second semester. This course may be taken without college credit for a fee of \$5.00.

Bullock

SPANISH

11. Intermediate Spanish.—This course is devoted to the reading of modern Spanish prose. A Spanish review grammar is used and special attention is paid to the irregular verbs and to idioms. Practice is given in reading Spanish at sight. Three hours credit. First semester.

12. Intermediate Spanish.—A continuation of Spanish 11. Three hours credit. Second semester.

21. Nineteenth Century Spanish Novelists.—Fernan Caballero, Palacio Valdes, Perez Galdos, Blasco Ibanez. History of Spanish literature. Three hours credit. First semester.

22. Cervantes, Don Quixote.—Three hours credit. Second semester.

SCHEDULE OF CLASSES

Classes Meet Every Day, Monday through Friday

	Biology 21, 22 Latin 11, 12 French 21, 22 English 91, 72 English 21, 22 History 61, 62 Religion 11, 12 Mathematics 21, 22 Spanish 11, 12
7:45-9:30	Biology 11, 12 Chemistry 21, 22 French 11, 12 Latin 21, 22 Spanish 21, 22 English 11, 12 English 111, 72 Education 11, 12 English 81, 82 History 21 Mathematics 11, 12 Religion 41 Physics 11, 12 Social Science 61, 62
9:30-11:15	Chemistry, Laboratory Physics, Laboratory Biology, Laboratory Education 21, 32 Education 91, 92
11:15-1:00	

For further information address

G. L. HARRELL, Director.

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Millsaps College Bulletin
Jackson, Mississippi

Vol. XXI. September, 1938 No. 9

Entered as second class matter, November
21, 1917, at the Post Office in Jackson,
Mississippi, under the Act of Congress.

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TO:

MISSISSIPPI

AS DREAMS COME TRUE . . .

MILLSAPS COLLEGE, during its half century of educational leadership in Mississippi, has guided a pulsating stream of youth through the gates of opportunity. With adequate specialized training, built upon a substantial cultural foundation, Millsaps students have gone out, as they go out today, prepared to further their own interests and develop the resources of the state which their college has served so well.

Conscious though it is of constructive work in the past, Millsaps realizes that an even greater goal and an even higher trust lie ahead. Mississippi, proud of past achievements, is looking forward to a new era of progress. Towards this end, the Greater Millsaps pledges anew the loyal cooperation which it has always displayed in any forward-looking movement.

Fully recognized by every accrediting agency and educational association in the United States, Millsaps College offers to the highest type of Mississippi boys and girls the facilities of an institution deep-rooted in the traditions of scholarship.

For catalogue and additional information, address the Registrar.

THE STIMULUS OF SERVICE . . .

Poised on the threshold of greater opportunities for service, Millsaps will draw upon an honored heritage of leadership developed through the hopes, the dreams, the labors of many men.

From those best qualified to appreciate the true worth of the Millsaps ideal, the college has received

many statements commending its service. Presented below are testimonials from recent graduates, parents, alumni, and graduate schools.

The judgment of the church, and society too, in regard to a church related college, is determined by the *effect* which its disciplines and community life have had on the intellectual and personal development of its students.

RECENT GRADUATES . . .

For a number of years there have been at the annual alumni dinner spontaneous expressions of recent graduates, official spokesmen of the classes that each year join the ranks of the alumni, voicing a certain affectionate regard for the men and the institution that influenced their ripening life purposes. Excerpts from representative letters are presented below.

1933. "If we have learned to serve and let others take the credit for what we do; if we have been taught to appreciate true Christian fellowship, if we have learned to appreciate the real significance of reliability and dependability—we have the right to graduate from a college such as Millsaps."

1935. "Millsaps is performing a distinct service in Mississippi in providing for many a surer foundation for the enjoyment of life, an adjustment of essential religious faith to the facts and struggles of the modern world without declaring a moratorium on the intellect, and a stimulating interest in socio-historical questions. And so the transition from Millsaps (to Yale) has not been difficult."

1936. "What I am trying to say is that I am glad that I went to Millsaps College, and that I want to express to you personally, and in your official capacity as representative of the entire school, my appreciation for all of the things I found at Millsaps in books and in personalities which made my student days profitable.

"I am not familiar enough with educational theory to be acquainted with the current conception of the ideal college, nor is my feeling for Millsaps so passionate that I am ready to proclaim to all the world that Millsaps is the perfect college, but I can say that if I had it all to do over again I would choose Millsaps without hesitating.

"I have not yet attempted to cash in on my diploma, but whether my college education is ever converted into money or not is probably not the important thing. I am sincere when I say that I believe that Millsaps gave me things which money can not buy. I believe that my investment of four years at Millsaps will pay dividends in Living. I am not foolish enough to believe that I am completely prepared for Life—far from it—but I think that Millsaps did her part."

PARENTS . . .

Regularly the college receives letters from parents about their children. These are words from a recent one:

"We are deeply grateful for what these months have meant to him, determined purpose, wholesome ideals, indications of application and a settled development, with unmistakable evidence of most wholesome influences, encouragement in scholarship, most interested personal attention on the part of members of the faculty."

ALUMNI . . .

A little while ago a committee of our faculty undertook to find out from the alumni what the college is doing for them as seen in the light of the experiences that have come to them since graduation. Hundreds of responses have come, and from these, taken almost at random, are suggestions of what Millsaps has meant in the personal lives of those it has been privileged to serve.

1897. "I feel that my work in Millsaps has helped me every day since. I am proud of my degree at Millsaps."

1898. "Positively furnished foundations on which knowledge was gained through a liberal education and supplied them in a satisfactory way."

1903. "Whatever of success I may have achieved is due principally to the soundness of the instruction I received at Millsaps and to the Christian character and example of the faculty."

1914. "It assisted me very materially in getting a correct view of life as a whole and my part in it."

1919. "I still think Millsaps a good college."

1920. "The training at Millsaps is undoubtedly superior to that of the average college and I observe (applicants) here coming from more than 300 colleges."

1920. "I have always felt that at Millsaps, perhaps better than at almost any institution my father might have selected, I was able to continue in the fine atmosphere that always existed in my home. Millsaps is a good college. My work has enabled me to know colleges. My regard for the institution is high. I am glad that I am an alumnus."

1920. "Millsaps is the greatest institutional force in my life. Its influence has enabled me to appreciate all types of people whom I serve; rich, poor, literate, illiterate, good, bad. Millsaps also means this to me—THE college for my boy who some day will be ready for college."

1922. "Stirred my imagination and instilled in me the principles of right living, service and fair play."

1923. "It has given me a broader basis upon which to build a philosophy of life."

1924. "I have always been glad I went to Millsaps, and were I planning to go to college today, I should go to Millsaps again."

1924. "I gained confidence. College made me want to be an individual with a reason for living. I am glad I went to Millsaps."

1925. "Whatever success I have had, and happiness too, is directly related to the foundation I received at Millsaps."

1926. "I count my associations on the campus and with the faculty among my dearest experiences."

1927. "Gave me the foundation of a life philosophy."

1927. "It has enabled me to some extent to be at home in the realm of truth. It has inspired me to undertake the difficult task of the reformer."

1927. "The education I received at Millsaps has assisted me in becoming a more stable individual in thought, attitudes and choices of what knowledge is of the most worth."

1927. "It has given me a broader and better understanding of the worthwhile things in life."

1928. "Provided a means for obtaining my medical education, broadened my understanding of human relationships, deepened my social attitudes, provided associations of tender and lasting value. It has prepared the way for me to make a living, and what is more important, helped me to learn how to live."

1929. "There I perceived more thoroughly the great need of being able to deny oneself, to control oneself, and to direct oneself."

1931. "One course was particularly helpful in clarifying and also forming more definitely a personal philosophy and religion (in a general sense)."

1931. "Supplied me with at least some of the bases upon which a decent, cultured life might be reared."

1934. "My college training at Millsaps helped me to decide what work I would like to do. The religious influence helped me to enjoy the finer and more beautiful things of life."

1934. "When I entered Millsaps I had no definite future. Millsaps furnished me with a job after graduation and I have become very interested in my field."

1936. "At Millsaps I enjoyed the friendship of persons I should have never known at a larger institution. All of these contacts were made on a Christian campus—to me that fact is all important."

GRADUATE SCHOOLS . . .

We have been very much pleased here with the quality of work done by graduates of Millsaps College.—University of North Carolina.

. . . always pleased to have students from Millsaps enter our graduate school, for almost without exception they have made excellent records.—Vanderbilt University.

. . . would be glad to consider for admission other students from Millsaps College who are comparable to these in ability, scholarship, and personal attainments.—Library School, Carnegie Institute of Technology.

. . . have greatly appreciated Millsaps men on our campus. They have been of excellent character and serious purpose.—Emory University.

We are always happy to have students from Millsaps. They have made excellent records. There is no other school in Southern Methodism that has sent us better prepared students. All have received undergraduate training that equipped them for graduate study.—School of Religion, Duke University.

We appreciate the fine graduate students you have sent us from your institution. So far as I can recall now we have not had a single student from Millsaps who has failed to do high-class work.—George Peabody College for Teachers.

The records made by these three students are so good that we will be glad to receive applications for admission from other Millsaps students who may be interested in undertaking graduate work here, and whom you can recommend.—Yale University.

The Caravan
Moves On---

Towards
A GLORIOUS IDEAL!